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ABSTRACT

This report, based on the recommendations of a committee of the Illinois Classical Conference and intended to improve articulation, discusses the basic elements of each of the first three levels of foreign language learning. Desired student performance at the completion of levels 1, 2, and 3 of Latin is enumerated for reading, listening comprehension, oral response, writing, grammar, culture, and word study and derivation. Suggested basic grammatical items for levels 1 and 2 are specified. The names of the committee members and the members of the Advisory Committee of the Illinois Classical Conference are also included. For related documents see ED 033 640, ED 033 641, ED 033 642, and FL 002 078. (WB)

ED 045001

An Explanation of "Levels" of Competence in Foreign Language Learning

LATIN

Levels I, II, III

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Based upon

the Deliberations and Recommendations

of Members of a Committee of the Illinois Classical Conference

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INTRODUCTION

The confusion which has resulted in Illinois from the lack of sound articulation in foreign language programs made obvious the need for more meaningful dialogue among foreign language teachers at all levels of learning. For this reason the Office of the Superintendent of Public Instruction sponsored a two-day meeting at Bloomington in April 1969, which was called "A Conference for the Improvement of Foreign Language Articulation." Because Latin was not included in the Bloomington Conference, the Illinois Classical Conference was asked to appoint a committee to develop guidelines for Latin that would be similar to those established in French, Spanish, and German.

These meetings attempted to resolve many questions that have been raised by Illinois teachers concerning the difference between a "level" of learning and a "year" of learning. The solution to this problem is of the utmost importance if well-articulated programs are to be developed. Classroom teachers agree that it is often unrealistic to expect students to master the skills of one "level" in one academic year because of the tremendous variations in materials used, teacher competency and methodology, class size, length of period, and student abilities. Foreign language supervisors in the Office of the Superintendent of Public Instruction concur with the classroom teachers that only by defining language learning in terms of levels, which will remain constant regardless of the length of time required for a student to achieve proficiency, can sound articulation be achieved. The Guidelines became an actuality because this Office wanted an explanation of levels which would reflect not only the opinions of State Foreign Language Supervisors but also the professional viewpoints of a statewide group of high school teachers and college professors. (See Appendix for list of participants and their addresses.)

The task of these teachers was to discuss and agree upon what should be the basic elements in each "level" of learning. They stressed the fact that most students will need a three-year sequence in high school to complete the requirements for the first two levels. Classroom teachers must explain this to their students and also assume the responsibility of discussing this matter with administrators and counselors. Those responsible for student programs in the secondary schools should clearly understand that students who have not successfully completed two foreign language "levels" of learning will be severely handicapped in their first college course. (Students who complete only two "years" in high school will receive credit toward graduation, of course, but they should be warned that they will usually lack many of the necessary skills that are needed in Level III courses in college.)

EXPLANATION

In reading the explanation of "levels" on the pages which follow, it is important to remember these points:

1. Because Latin was not included in the Bloomington Conference, the Illinois Classical Conference was asked to appoint a committee to develop guidelines for Latin that would be similar to those established in French, Spanish, and German. The guidelines were not intended to be a detailed curriculum guide. Participants were primarily interested in preparing a concise statement which would indicate the language skills and attitudes that should be expected of students at the first three levels.

2. It was generally agreed that the text being used is realistically the teacher's curriculum guide. Because some materials, however, are far more inclusive than others, participants felt that a list of essential grammar items should be included in the Appendix for each language discussed.

3. The question of preferable teaching methodologies was not a part of the discussion or recommendations of the committee. Participants did emphasize, however, that all foreign language instruction should follow through the basic skills--listening, speaking, reading, and writing--in order to culminate in language proficiency, cultural empathy, and literary appreciation.

4. It was emphasized at the conference that students should have a practical knowledge of all basic grammar by the end of Level II. Although grammar does play an intensive role in Level III, it should be taught in the form of review with expansion and refinement of basic concepts previously studied.

5. The committee decided that the work in Level III (primarily reading and review grammar) is, in most cases, of the same complexity as that required in the first year of college work for students who have completed two "levels" (usually three years) in high school. Secondary schools which have well-articulated sequential courses will undoubtedly offer the equivalent of Level III work to their advanced students.

6. Participants delegated to the Foreign Language Supervisors in the Office of the Superintendent of Public Instruction the task of editing and distributing the recommendations of the conference to all schools in Illinois. Inasmuch as the basic premises which were formulated for each language, as well as the desired student performance at the completion of each level, were so similar, a composite from these ideas has been used for each level in the various languages. A separate appendix is included for each language.

Latin - Level I

Basic Premises:

1. Introduction of the grammatical concepts is an essential feature of Latin I programs.
2. The development of skills to read elementary material with facility and to comprehend the material read is a goal of instruction in Level I.
3. Instruction in the Greek and Roman culture to show their significance in the development of western civilization is an integral part of the regular class and extra-curricular activities.
4. Development through contextual experiences of a vocabulary needed for the effectual manipulation of the concepts and materials found in the more generally used Level I textbooks is an important aim of instruction in Level I.
5. Introduction to word study and rudimentary etymology is an important part of a Level I course.

Desired Student Performance at Completion of Level I

READING:

1. Relate the sounds of the language to the printed word by reading the material which has previously been heard orally.
2. Comprehend, while reading silently without translation, the basic reading materials of the text.
3. Read aloud a familiar text.
4. Read additional material whose meaning can be derived through inference.
5. Observe, recognize, and reproduce the thoughts of the passage.

LISTENING: Comprehend the language spoken at normal classroom speed, within the range of vocabulary and constructions found in the more generally used Level I textbooks.

ORAL RESPONSE: Reproduce meaningful utterances with reasonably correct pronunciation, intonation, and rhythm that demonstrate control of the whole sound system.

1. Form and answer questions relating to familiar subject matter.
2. Participate in a directed dialogue with acceptable accuracy and speed.
3. Relate facts about a familiar object or situation.

WRITING: Reproduce accurately, spelling and punctuating correctly, in limited guided writing the learned vocabulary in the following ways:

1. Do written exercises that involve simple manipulation of number, gender, word order, tense, replacement, negation, interrogation, command, comparison, possession, use of idioms.
2. Formulate questions and answers about previously studied material.
3. Write statements about a stimulus (i.e. a visual aid).
4. Rewrite a simple familiar narrative, making simple changes in tense, voice, number.

GRAMMAR: Emphasis should be placed upon attaining usuable control of the basic grammatical principles (see appendix).

CULTURE: In the first years of the study the acquisition of the basic linguistic skills is in itself an important cultural goal. It is essential to remember that language is the most complete expression of the culture of any people. In addition, the student must learn to identify the needs, desires, and aspirations that are common to all mankind while also becoming aware of how people are uniquely different.

1. Demonstrate knowledge of the cultural connotations of the language within his structural control.
2. Show an awareness of the social conventions which regulated the what and how of communication in the Roman culture.
3. Have an initial acquaintance with the manners, foods, clothing, customs and family life unique to the Romans and Greeks, as derived from the text, audio-visual aids, and outside readings in English.
4. Reflect attitudes which show a human understanding and respect for a society uniquely different and yet similar to his own.
5. Know the important gods and goddesses, popular myths, famous people identified with the founding of Rome and expansion of its power, legends, historical anecdotes, and well known proverbs connected with Roman and Greek civilizations.
6. Demonstrate as a result of class discussions and club activities an introductory knowledge of the art, geography, and history of Romans and Greeks.

WORD STUDY AND DERIVATION:

1. Demonstrate the ability to derive the meaning of unfamiliar Latin and English words.
2. Develop a larger working Latin and English vocabulary.
3. Become cognizant of the meaning of common Latin roots, prefixes and suffixes.

Latin - Level II

Basic Premises

1. A practical knowledge of basic grammar is essential by the end of Level II.
2. A first hand knowledge and understanding of selected passages of prose and poetry of the Latin authors commonly presented in most Level II texts is an integral part of Level II.
3. A comprehensive knowledge of the life and times of the Latin authors whose works are usually represented in Level II courses is a desirable part of the course.
4. Continued development of aural comprehension and accurate reading of the written word for a growing appreciation of the beauty of the Latin language is an important goal in Level II.
5. A growing awareness and appreciation of the contributions of Greek and Latin culture to our modern Western civilization are aims of the regular class and extra-curricular activities.
6. Possession of a working knowledge of idiomatic expressions to facilitate the reading of materials studied in Level II is important.

Desired Student Performance at Completion of Level II

READING:

1. Read materials of a difficulty equal to that found in most standard Level II texts. This material should contain all cases, tenses, moods, and voices.
2. Develop a passive reading vocabulary of approximately 1500-2000 words, deriving meaning from context without using the dictionary until all other means have been exhausted.
3. Read simple selections in Latin newspapers, magazines, graded readers on travel, mythology, legends, geography, history, and social customs, as well as biographical sketches, anecdotes, and poems.

LISTENING:

1. Relate sound to symbol, recognize phonetic items.
2. Recognize the correct sounds and sound combinations of the language.
3. Recognize all the basic syntactic patterns of speech.
4. Develop an appreciation of the beauty of the sound of the Latin language.

ORAL RESPONSE: Develop an active vocabulary of approximately 1500 words and easily produce in oral speech the cases of the declensions of the commonly used nouns and the verb tenses, voices, and moods of commonly used verbs.

1. Reproduce all sounds of the speech system and distinguish clearly those sounds where an error can distort meaning.
2. Use correctly all basic sentence patterns.
3. Initiate simple questions and answer in complete sentences questions asked by other students, the teacher, or the text.
4. Sight read orally material containing familiar vocabulary.
5. Scan poetic passages found in textbooks or supplementary reading books commonly used in Level II.
6. Continue to develop the oral skill to read with facility and comprehension the materials offered in Level II.

WRITING:

1. Demonstrate the ability to transpose from English to Latin simple sentences and exercises designed to develop specific grammatical skills.
2. Display the ability to write controlled sentences using the subject, direct object, indirect object, prepositional phrases, adjectives, adverbs, and subordinate clauses in correct word order. Punctuate and spell all material correctly.
3. Write from dictation text material previously examined for details of written form.

GRAMMAR:

1. Recognize and use correctly all basic grammatical patterns. A practical knowledge of all basic grammar is essential by the end of Level II.
2. Recognize and understand the forms peculiar to poetry as well as the grammatical structures and irregularities peculiar to poetry as examples of poetry in Level II.
3. Learn and recognize grammatical and rhetorical figures used in selected passages.

CULTURE:

1. Appreciate how the values in the Greek and Roman culture affected family, society, economy, politics, and education in the Roman world.
2. Show in classroom discussions and extracurricular activities how these values have affected family, society, politics, economy, etc. in the western civilization.

3. Express an awareness in written and oral work of the contributions of the Greek and Roman cultures to our western civilization as they are made evident in films and slides.
4. Read independently Latin magazines and supplementary books which have a vocabulary commensurate to the student's interest and level of learning.
5. Become familiar with the names of famous Romans who were responsible for the spread of Roman power over Italy and around the Mediterranean world, with the legends and anecdotes connected with them as well as with popular classical myths and well known proverbs.
6. Attend films, plays, lectures and art exhibits whenever possible to appreciate the artistic accomplishments of the people.
7. Identify the Roman influence on the U.S. and on world culture.

WORD STUDY AND DERIVATION:

1. Increase vocabulary by study of Latin prefixes, suffixes, roots, related words, verb families, synonyms and antonyms.

Latin - Level III

Basic Premises:

1. Continued practice in the basic skills--listening, silent and oral reading, writing, oral response--and the study of more subtle grammar concepts are essential features of Level III programs.
2. Study and discussion of cultural items that develop and refine the awareness and appreciation of the contributions of the Greeks and Romans are important.
3. Opportunities to expand individual interests are numèrous in the developmental reading and self-directed learning, which are important components of Level III programs.
4. The reading and study of passages selected from great masterpieces of Latin literature is an integral part of Level III courses.
5. The expansion of an individual's vocabulary and the refinement of his choice of words are important goals of Level III programs.

Desired Student Performances at Completion of Level III

READING:

1. Read unedited literary readings, plays, essays, poetry which will serve as a preparation to later formal in-depth study of literature in Level IV.
2. Demonstrate the ability to analyze in a general way the fundamental components instrumental in developing literary appreciation.
3. Indicate ability to derive meaning from what is read by skillful use of contextual clues and judicious use of the dictionary.
4. Demonstrate the ability to read and fully comprehend a short unfamiliar selection of material equal in difficulty to the materials previously assigned to the class.
5. Show the ability to read aloud with proper intonation, demonstrating awareness of meaning through intonation and stress.
6. Derive genuine enjoyment from reading experience.

LISTENING:

1. Understand all previously studied material when it is recombined.
2. Demonstrate the ability to comprehend a large passive vocabulary.
3. Appreciate the rendition of Latin prose and poetry read by modern scholars.

ORAL RESPONSE:

1. Demonstrate the ability to read with expression, intonation, rhythm, the prose and poetry of Latin authors commonly studied in Level III courses.
2. Show greater ability to perform oral responses similar to those of Level I and II.

WRITING:

1. Demonstrate ability to write easily basic forms.
2. Write in English or Latin original compositions, poems, or articles based on research on classical subjects.

GRAMMAR:

1. Learn new grammar details representing the exceptions and subtleties of the language, the forms peculiar to poetry, the grammatical structures and irregularities peculiar to poetry, grammatical and rhetorical figures, versification or prosody, as these elements are encountered within the context of extensive reading and not as mere isolated manipulative skills.
2. Evaluate, review, and reinforce concepts previously learned in Level I and II.

CULTURE:

1. Be cognizant of the varities of ways in which the main themes of ancient classical culture are reflected in modern everyday cultural patterns.
2. Demonstrate the ability to evaluate the authenticity of statements made regarding classical culture.
3. Develop, through reading selections which provide insights into the social, political, and economic structures of Rome, a background to facilitate subsequent reading on Level IV.
4. Relate ancient classical culture in oral and written work to our own society and to other disciplines, especially the Humanities.
5. Continue to appreciate the great contributions of the Graeco-Roman world to literature, art, law, philosophy, politics, religion, science, and education.
6. Continue to increase his familiarity with famous classical myths in order to be able to recognize, explain, and appreciate allusions to gods and heroes in ancient, medieval, and modern writings.

WORD STUDY AND DERIVATION:

1. Continue to develop and enlarge a practical Latin and English vocabulary especially by contextual experiences and a study of related words, verb families, synonyms, and antonyms.
2. Demonstrate the ability to express himself more adequately because of his increased understanding of the underlying and more subtle meanings of words.

APPENDIX

Latin - Level I

Suggested Basic Grammatical Items:

1. Verbs - regular, irregular, deponent
   a. Person
   b. Number
   c. All tenses
   d. Voices - active, passive
   e. Moods - Indicative, imperative, subjunctive
   f. Participles
   g. Infinitives
2. Nouns - 5 declensions
   a. Number
   b. Gender
   c. All cases (including vocative and locative)
   d. Uses as listed in commonly used texts
3. Adjectives - regular and irregular, possessive, interrogative, reflexive
   a. Declension
   b. Agreement
   c. Comparison
4. Adverbs - regular and irregular
   a. Formation
   b. Comparison
5. Pronouns - personal, reflexive, intensive, demonstrative, interrogative, relative, indefinite
   a. Declension
   b. Agreement of relative
6. Prepositions
7. Numbers
   a. Cardinal
   b. Ordinal
8. Questions
   a. Direct
   b. Indirect
9. Word Order
   a. Basic sentence patterns
   b. Alteration of pattern for questions
10. Word Studies
    a. Roots
    b. Prefixes
    c. Suffixes
    d. Word families

11. Structural Patterns
    a. Uses of cases as listed in text
    b. Uses of indicative
        1. Independent clause - Declarative, Interrogative
        2. Dependent clause - Relative, Adverbial
    c. Uses of subjunctive
        1. Volitive (Hortatory)
        2. Purpose
        3. Result
        4. Cum descriptive
        5. Substantive
        6. Indirect question
    d. Sequence of tenses
    e. Agreement - Adjectives, Participles, Relative Pronouns, Appositives, Verbs
    f. Ablative absolute
    g. Indirect statements
    h. Uses of participles including gerundive
    i. Uses of gerund
    j. Uses of infinitives - Complementary, With subject accusative, Indirect Discourse
    k. Questions - Yes-No questions, Information
    l. Negatives - Concept of double negatives
12. Idioms

APPENDIX
Latin - Level II

Suggested Basic Grammatical Items:

1. Grammatical Items - as listed in Appendix, Level I
2. Verbs
   a. Defective
   b. Impersonal
3. Nouns
   a. Greek nouns with use of Greek endings
4. Questions
   a. Double
   b. Deliberative
5. Word Studies
   a. Synonyms-Antonyms
   b. Word families
   c. Words easily confused
6. Structural Patterns
   a. Uses of subjunctive
      1. Dependent clauses - cum causal, cum adversative, characteristic, relative clauses of result, anticipatory, conditional, proviso, after verbs of fearing, after expressions of doubt, subordinate clause in indirect discourse
      2. Independent clauses - deliberative, optative, potential
   b. Uses of indicative
      1. After certain conjunctions
      2. Causal clauses with quod, quia, quoniam
      3. Substantive clauses with quod
      4. Cum temporal
      5. Adverbial clauses (while, until, before)
   c. Infinitives - Historical
   d. Negative commands
   e. Exclamations
   f. Supine - accusative, ablative
      1. Formation
      2. Uses
   g. Grammatical structures and irregularities peculiar to poetry
7. Grammatical and Rhetorical Figures
8. Contracted Forms
9. The Roman Calendar
10. Prosody

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